

BULLETIN

SCHOOL LIBRARY ASSOCIATION of CALIFORNIA



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BULLETIN OF THE SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

NOVEMBER, 1957

VOLUME 29, No. 1

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MEETINGS AND EVENTS FOR 1957 - 1958

STATE MEETING

Date: November 8 - 10, 1957
Place: Asilomar Beach State Park, Pacific Grove

SOUTHERN SECTION

BOOK BREAKFASTS

Chairman: Mrs. Helen Eikenbery
Place: C.T.A. Headquarters, 1125 W. Sixth St., Los Angeles
Time: 9:30 A.M.
Dates: September 28, 1957
 November 2, 1957
 January 4, 1958
 February 1, 1958
 March 1, 1958
 April 5, 1958
Program: Book reviews of recent books

CHRISTMAS MEETING

Date: December 7, 1957
Place: Statler Hotel, Los Angeles
Morning Session
Time: Business Meeting 10:00 A.M.,
 Sierra Room
Speaker: Dr. Holwerda
 11:00 A.M. — Sierra Room
Luncheon Session
Time: 12:30 P.M., Pacific Ballroom
Speaker: Mr. Emmet Lavery

NORTHERN SECTION

Date: October 5, 1957
Place: Hoover Elementary Schol., Redwood City
Program: Lane Publishing Co., Sunset Magazine
Speaker: Mrs. Agnes Peterson
Chairman: Mrs. Viola Hammer
Date: January 11, 1958
Place: McClymonds High School, Oakland
Program: Business Meeting; Committees meet; Book Review Section Meetings
Speaker: George Mardikian, author
Chairman: Harold Shipman

Date: March 8, 1958
Place: Modesto
Program: Speaker: Miss Eleanor Allers
Chairman: Mrs. Ida May Edwards
Date: April 18, 1958
Place: San Francisco
Program: SLANC
Chairman: Sister Mary Alma
Date: May 17, 1958
Place: San Jose
Topic: Spring Meeting
Chairman: Edith Titcomb

I herewith transmit my annual membership dues of \$5.00 in the SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA (☐ SOUTHERN SECTION) (☐ NORTHERN SECTION), for the year July 1, 1957 - June 30, 1958; \$1.00 of which is for a subscription to the Bulletin of the SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA for one year.

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The President's Words



SIDNEY THOMPSON

Greetings from a wonderful summer. By this time you may feel as I do that the 1957 summer sessions and workshops have radiated their regenerative strength and special enthusiasm throughout school libraries. They have given us faith where we feared; courage where we faltered. We have learned new and better ways from our leaders and from one another. We have a greater awareness of the school library's place in modern education.

Where formerly we had opportunity for personal contacts, now the very bigness of the school system precludes close association. Might we go further this year in expanded effort to know more of

other professional groups. Exchange of ideas takes an extended hand. Might SLAC invite a representative from each of other organizations in education to attend our meetings. Might each of these groups welcome us at their meetings as the CTA does. The information brought home from one association to another might then become shared knowledge of all over the coffee cups in every library and cafeteria. The common awareness of plans and aspirations of all of us in education should lead to the concerted presentation of legitimate educational needs to the parents, to the public at large, and to the legislature.

The Executive Board of 1956-1957 through their long range studies have given strong and loyal leadership to SLAC. *THE BULLETIN* has kept us well informed. I am grateful to committee chairmen and members who, in spite of their many hours of diligent work, will continue next year. But every committee needs new members. Every member of SLAC has a favored field of interest. There is no finer way of professional service than that of committee work.

May the high spirit of these beginning days of our school libraries carry on through the entire year.

SIDNEY THOMPSON,
SLAC President

Muted Anniversary



MARY FLECK

The forty-third year in the life of an organization would seem to have no particular mark of distinction. There is great anniversary significance in twenty-fives and fifties, and even each new decade has a minor landmark quality, so that time becomes reminiscently "some ten or twenty years ago," or "some thirty or forty years later."

But at forty-three an organization, like an individual, is just getting up there, along toward middle-age, and the tumult and the shouting are held in abeyance, awaiting a more pivotal time for fanfare.

Meanwhile, as we look at ourselves introspectively in the middle years of our Library Association we do not gaze regretfully upon a reflection that has seen better days, but view our mirrored image with the philosophical acceptance of a Browning affirming that "the best is yet to be."

Our middle-aged spread has widened indecently from the few charter members of our beginning to the three hundred fifty of our present. And we look forward with shameless anticipation to an even

greater ungirdled expansion, convinced that on us—collectively—it looks good.

We retain the enthusiasm of our youth as we grow in the experience of our maturity. And as we launch into whatever deeps, we are sustained by the wisdom of the leaders who formed us in our green and tender years. With great precepts and traditions behind us we have reached a high plateau, with never a backward look of regret, and never a forward look of apprehension. We have a past and future that we cannot fail, for by their nature they exact of us aspirations for loftier peaks, and dreams of statlier mansions.

But I am making much ado over a year that is no time for fanfare. I'll stop this side of the drums and the bugles as I greet you happily and hopefully for the beginning of our forty-third anniversary.

Mary Fleck, *President*
SLAC, Southern Section

ALA Headquarters to Remain in Chicago

A mail vote of the membership of the American Library Association has determined that ALA headquarters will remain in Chicago, where it has been since 1909, instead of being removed to Washington, D.C., as the ALA Council decided last June at the ALA conference in Kansas City.

The result of the balloting, conducted through the ALA Bulletin, was 5,749 votes opposed to moving headquarters to Washington, 2,199 in favor of the Washington move. ALA's total membership is about 20,000.

"A school librarian must be all things to all men . . . [she] must be as well-versed in techniques of education as any teacher . . . Nor does her teaching job stop with formal library lessons. The good school librarian, in reality, teaches all day long."—Shirley Miller in *Wilson Library Bulletin*, Oct. 1957.

Greetings to Librarians of California

**The past was good, but ahead there lie
Blue hills and rivers reflecting the sky
And soil that has never known the plow . .*

What a challenge we have ahead of us this coming year, 1957-1958. The past years have been good ones of steady growth for SLAC and the development of an organization that is working for the best in school libraries. An organization can only work and accomplish goals with the assistance and help of all its members. This year as never before do we need your ideas and your work to make this a rewarding year for the Association.

At the closing session of the San Jose workshop, a member told Mary Peacock Douglas, "you have shellacked our spines and put us back in circulation for another year." There is the opportunity for every member to show how his "spine" has been "shellacked."

Each librarian in his own library will find "soil that has never known the plow." The meetings for the coming year are being planned for inspiration and interest of each member. Each may add his part to the whole and all can take away new ideas.

Every working member will find his efforts for SLAC a rewarding experience. We hope for growth in membership and participation; every member an active member.

Genevra S. Willey, *President
SLAC, Northern Section*

*Coatsworth, Elizabeth. "Away Goes
Sally." Macmillan, 1934.

AVEA of California

The annual conference of the Audio Visual Education Association of California is scheduled for Asilomar, January 30 through February 1, 1958. The Executive Board extends a cordial invitation to all



GENEVRA S. WILLEY

members of SLAC. The program will include general session presentations by outstanding leaders, including Dean Stephen Corey of Teachers College, Columbia University. Section meetings are designed for a variety of interests and include problems of special concern to SLAC members. The program has been planned with particular consideration of the broader aspects of instructional materials. A date to remember: January 30 through February 1, 1958.

If we work upon marble, it will perish;
if we work upon brass, time will efface
it; if we rear temples, they will crumble
into dust; but if we work upon mortal
souls, if we imbue them with principles,
with the just fear of God and the love
of fellow man, we engrave on those tablets
something which will brighten all
eternity.

—Daniel Webster.

School Library Association of California Annual Meeting - Asilomar

"Old friendships were renewed, new ones accessioned, and all memories classified, catalogued and filed for frequent future reference under the outstanding subject heading, Library and School — Knowledge Shared, at the 17th annual state meeting of the School Library Association of California held the week end of November 8-10, 1957 at Asilomar Beach State Park, Pacific Grove, California," to quote Mrs. Martha Blalock, chairman of our state Publicity Committee.

From all over the state, members began arriving Friday afternoon, and a considerable number were present for dinner. A number of committees met Friday evening.

The Legislative Affairs Committee, with Mrs. Maurine Hardin, chairman, discussed ways and means of laying the ground work for a successful legislative year.

The Supervisors and Directors of Libraries Committee, Agnes Bonde, chairman, met at Viewpoint House with twenty-two present. Around the friendly fireplace, the business of the evening was combined with the pleasure of welcoming new and old members.

The Manual Revision Committee, consisting of Dorothy Frizell Smith, chairman, Frances Erickson, Margaret Glassey, Robert Muller, Elizabeth Neal, Mary Louise Seely, Gertrude Stacy, Edith Tircomb, compiled the following progress report recommendations as to projects and types of activity which should be considered exclusive functions of the state organization and those considered exclusive of the section:

I. It shall be the responsibility of the State Association to develop and voice all policies and programs of state-wide professional concern to school librarians and school libraries. The areas in which the State Association shall function are:

Book and materials censorship
Certification

Consultant services
Credentials
Education for librarianship
Educational code revision
Professional ethics
Professional interest and welfare of persons serving as school librarians
Public relations
Recruiting
Revision of the constitution and manual
Statewide and intersectional school library surveys

It shall be the responsibility of the State Executive Board to formulate Bulletin policies; authorize publications; to house and maintain official records; to approve association budgets; to implement and interpret the constitution, to establish and maintain liaison between the State Executive Board and the section advisory councils through the state president and the state director.

When a vacancy occurs in the State Executive Board, the Board of Directors of the section concerned shall be responsible for filling the vacancy.

II. It is the responsibility of each section to communicate and interpret to its membership the program of the State Association; to cooperate with the State Association and to encourage participation of its members in the State activities; to keep the State informed of section activities and to avoid duplication of activities. To refer to the State Executive Board whatever sectional interests and activities become statewide in scope; in this case the leadership of the activity shall be retained in the initiating section and membership shall be added from the other section. The section shall provide opportunity for professional and social contacts and promote the exchange of ideas and friendly relations among its members. The section may institute projects or activities which are not by interest, range or locale statewide projects.

The work of the section shall include:

- Book reviewing
- Membership
- Preparation of bibliographies
- Program

It shall be the duty of the Advisory Council of the section to:

- Approve the section budget
- House and maintain section records
- Furnish liaison between the section and the State Association.

The California County Schools Library Conference held its meeting on Friday evening. County school librarians from 14 counties met to develop joint policies on the gradual withdrawal of school districts from county school library service. The 1957 legislature required county boards of education to establish rules and regulations governing gradual withdrawal over a period of not longer than five years. The policy developed at the Asilomar meeting will be submitted to county superintendents throughout the state for further action.

Saturday morning, registration began at 9:00 and there was some opportunity before the scheduled 10 o'clock general meeting to visit the many exhibits. BOOKS-ON-EXHIBIT was a fine display of new juvenile books of 25 publishers. The exhibit consists of 550 titles covering all grades from kindergarten through high school.

At the Saturday business meeting, motions made and carried resulted in the following action:

1. That the present dues structure be maintained for the original two-year period.
2. That the proposed constitutional amendment be adopted, whereby "the vice-president shall be the president-elect and shall succeed to the office of president during the year immediately following service as vice-president."

(Business meeting reconvened Sunday 10:45.)

4. The president asked Elizabeth Neal and her committee to develop recommended standards affecting training for librarians when library training is initiated in departments of education in teacher training institutions.

5. That the president augment the state Professional Committee and that the augmented committee study ways and means of providing a liaison person to represent SLAC in Sacramento during the legislative session. The Committee is to make its report to the membership.

During the Saturday morning meeting Elizabeth Neal, chairman of the Credentials Committee, gave the report of the Sub-Committee on Credentials Revision. In compliance with a resolution adopted at the State meeting in Bakersfield in November of 1956, this committee has been enlarged from the original four members to ten. Miss Neal reported that much of this year has been a waiting period, but there is hope that in the near future definite steps will be taken to insure the adequate training of school librarians consistent with the developing framework of a general secondary credential. Quoting from Miss Neal's report, "On October 29, 1957, a letter was received from Dr. Carl A. Larson, Specialist in Teacher Education and Secretary of the California Council on Teacher Education. Dr. Larson wrote at the request of Roy E. Simpson . . . 'The Committee on the Revision of the Credential Structure in California made its report to the State Superintendent of Public Instruction late last spring. The Committee also made its report to the California Council on Teacher Education . . . As yet the Council has not acted upon the report. Action is to come at the fall conference of the Council which will be held at Yosemite National Park on October 31, November 1 and 2, 1957. At the general session on November 1, the Council will discuss the report thoroughly. On Saturday morning, November 2, at their business session, Council members will take formal action on the report. Three possibilities are open as far as the Council is concerned. It may (1) accept the report as submitted by the Committee; (2) accept the report but recommend that certain changes be made, or (3) reject this report completely.

Action by the State Department of Education will follow the recommendations of the California Council on Teacher Education. If the Council adopts this re-

port, the Department's first action will be to officially disseminate the report to all segments of the teaching profession, including all professional organizations and organizations with an interest in education, to obtain reactions to the report. The School Library Association of California will be requested to react to the recommendations. Open hearings on the report probably will be held in various sections of California starting early next school year . . . The extent to which librarians would be required to have specific librarianship training will have to be the function of some future committee who will help to design whatever credential structure is adopted by the State Board of Education.

"It would appear to me that your wisest course at this time would be to wait for Superintendent Simpson's letter asking for reactions to the revision report and then submit your comments at that time. The State Board of Education will have to make a decision concerning the report and any information that you can give to help make an intelligent decision will be most greatly appreciated."

Dr. Larson has been assured that school librarians stand ready to assist at any time with information pertinent to the professional training for school librarians of California.

One of the groups to meet during the luncheon was the Junior College Group, under the chairmanship of Morrill G. Folsom. Twenty-two librarians were present for the luncheon and the discussion that followed. The subject of discussion concerned the questionnaire on "Faculty Status" that Morrill Folsom had sent to all junior college librarians. Sixty colleges and one hundred and twelve librarians were sent the questionnaire; forty colleges and sixty-three librarians answered.

The following is a summary of the information obtained from the questionnaire:

1. Most librarians on junior college level hold the general secondary credential and are in reality former secondary school teachers.
2. Relatively few higher degrees are among junior college librarians. Only

two doctorate degrees were tabulated.

3. In most unified school districts, school librarians had the same pay scale, hours, and vacations as in the rest of the system, whether elementary, junior or senior high, or junior college.
4. There is a trend to differentiate between head librarian and assistants in larger junior college libraries.
 - a. By salary differential.
 - b. By placing head librarian on administrative classification.
5. Vacations same as faculty. If extra time is required, extra pay is given.
6. Hours were from six to eight per day. Recommended that hours be not more than seven, nor fewer than six.
7. Most librarians felt that they did not have true faculty status unless
 - a. Hours were no longer than seven each day.
 - b. No extra time required without extra payment.

The meeting adjourned after a rather long discussion of the merits of forming a junior college library association.

Following a short recess, the Saturday afternoon business meeting was called to order. Dr. LeRoy Merriitt, chairman of the Subcommittee on Book Selection Policies, reported that his committee had met and had discussed and approved the "areas of concern" in book selection policies and the "procedure" in such areas. The group recommended that a change of name and organization be submitted to the Executive Board at a spring meeting. Book Selection Policies Committee would seem more apt; the Committee should probably also be considered independent of the Legislative Affairs Committee except in matters of legislation. Dr. Merriitt made a plea for all information spotted in any media be sent to him. He hopes to write a page on intellectual freedom for each issue of the Bulletin. We must get the word concerning intellectual freedom to all librarians.

Charlotte Davis, chairman of the Library Consultant Services Sub-Committee, reported that her committee had decided:

- 1) To gather information on requests, made by school administrators, on

school library problems. At the present time, such requests are made of individual librarians.

- 2) To prepare a "broadside" stating facts regarding the need for school library consultant services. These broadsides would be distributed at educational conferences, through personal contacts, etc.

The following recommendation was made by this Committee:

That the president of SLAC appoint a committee to study ways and means of providing a liaison person to represent SLAC in Sacramento during the legislative session.

The Publicity Committee reported activities in connection with State meeting. Mrs. Martha Blalock, chairman, asked that information of newsworthy activities be sent to her committee in time to send releases to the papers concerned. The committee would appreciate receiving news items clipped (with name of paper and date of publication) for their scrap book.

Dr. Henry M. Madden, president, California Library Association, was introduced by President Sidney Thompson. Dr. Madden spoke of the interests we have in common and of the advantages of joining forces. A pooling of our efforts would make possible a strong legislative program and a united front in the censorship struggles. Dr. Madden hopes to express himself more at length in a Bulletin article on this subject.

Mr. L. Herman Smith stated that three sets of the SLAC Bulletin are now being bound. Each section hereafter will have a complete set and there will be a set for the use of the Bulletin editor.

The business of the annual meeting was resumed Sunday morning.

Margaret Girdner spoke with her usual vigor on school library accreditation and the implications for school librarians. Of the 570 graduate and undergraduate library schools, only 31 are approved by ALA. Heretofore the State Department of Education recognized only ALA accredited schools; four library schools in this state qualify. At the meeting in Arcata, in September, the State Board of

Education took the following action:

School library credential will be granted to those having 24 units of professional education from

- 1) either ALA approved schools or from

- 2) a teacher training institution approved by the National Council for Accreditation of Teacher Education, or by the State Board of Education.

Miss Girdner recommended that a committee be set up to measure the quality of library education being given in the state. We should serve as guardians of the standards of library education. Here is our opportunity to develop our responsibility and to make the contribution of librarianship to education a meaningful one.

The Revision of Library Laws in Education Code Committee met Saturday afternoon with twelve participants, under the chairmanship of Elizabeth Reining.

Miss Reining stated that the committee had received a letter from Wallace D. Henderson, Chairman of the newly established Joint Legislative Committee for the Revision of the Education Code. Mr. Henderson desired a reply by November 11, 1957, so the chairman was instructed to write a letter as soon as possible with the following to be included:

1. That all laws pertaining to school libraries should be gathered together in a section of the code.
2. That statements which seem contradictory and confusing should be clarified.
3. That policies for all types of school libraries, city and county, be consistent.
4. That a suggested change in the administrative code be included in letter. This concerns the statement that library books must be accessioned.
5. That Mr. Henderson notify the chairman of this committee when he wishes a report on the code sections being studied by the committee members.

Seventeen education code sections will be studied by each member of the committee and a written report will be sent to the chairman, to be used for a written statement to Mr. Henderson.

The banquet Saturday evening had a number of honored guests. Miss Mildred

L. Batchelder of A.L.A. spoke briefly of her Association's activities. State Senator Fred S. Farr had as his subject "Library Legislation." He expressed an interest in our problems and invited librarians to make their legislative needs known. Senator Farr spoke of the friendly support librarians have received from Judge Richard M. Sims, Jr. of Marin County Municipal Court. Miss Patricia Peart (Hendry Peart) told of her evolution from librarian to author. The principal speaker of the evening was Mr. Chester Carlisle, Superintendent, Tamalpais Union High School District, Larkspur, "The Superintendent Applauds the School Library" was a warm, appreciative talk of the place of the library in the education of the child. Mr. Carlisle spoke of his own profitable experience with libraries and librarians.

Preceding the business meeting on Sunday morning, Dr. Richard L. Foster, Assistant Superintendent, Marin County

Schools, spoke on "The Library in the Elementary School." Mrs. Claire D. Sprague, teacher of gifted children, Webster Junior High, Stockton, had as her subject, "The School Library and the Needs of the Gifted Child." Dr. Foster discussed essentials of learning: listening; speaking; reading. His interpretation of reading included content reading, meaning reading, literature reading, news reading and independent reading. He expressed as his opinion that librarians have overstressed independent reading, and have neglected the problem-solving approach in library work.

Mrs. Sprague spoke of the reading program and the gifted child; how we can better meet the needs of this group.

Following the business meeting Sunday morning, and the report of the Resolutions Committee, the 17th annual meeting of the School Library Association of California stood adjourned.

Highlights of the Executive Board Meeting Held at Asilomar, November 9, 1957

President Sidney Thompson and the other members of the Executive Board met for an early morning breakfast and meeting Saturday morning. The following reports were given.

TREASURER'S REPORT:

(Ethel Blumberg)

Cash on hand \$320.72

Recommended: In view of the necessity for financial support of the legislative program, that the structure of the dues be revised.

Board Action: That for next year we allot \$2.00 for the State, \$2.00 for the Sections, and \$1.00 for the Bulletin.

The question was raised concerning the \$1,000 revolving reserve fund for the Bulletin and just what amount the Executive Board has paid to date toward this Bulletin fund.

EDITOR'S REPORT:

(Berna Simoncelli)

Printing costs this year will be somewhat higher than last year, but not too far out of line. The matter of a perma-

nent printer in the South was postponed for this year due to the difficulties involved. The Dolores Press, in San Francisco, who has previously printed the Bulletin, has been engaged to do the printing.

BUDGET:

(Ellanora Kramer)

Tentative budget approved.

PRESIDENT OF THE NORTHERN SECTION

(Genevra Willey)

A report of the programs scheduled for this year. Special projects by the Elementary Committee and by the Professional Committee are expected to be of value to all members. The Jewel Gardiner Memorial Fund is accepting contributions and plans for scholarships are to be announced.

PRESIDENT OF THE SOUTHERN SECTION:

(Mary Fleck)

Reported that to date, a membership of 200. Book review breakfast meetings

have been most successful, with an attendance of some one hundred librarians per meeting. Meetings scheduled for this year promise to be most interesting. The Association plans to participate in the USC institute on "The Library in the Public Schools." The newly formed Recruitment Committee plans a joint recruitment meeting with the School of Library Science of USC. The committee has space on television for spot announcements on library work. The Scholarship Fund is functioning as a loan fund; one loan has been made this year; another has been approved; eight others are pending.

CLA REPRESENTATIVE:
(Jessie Boyd)

Discussed the possibility of SLAC and CLA uniting. However, there seem to be more problems than had at first appeared, and the decision will need to be weighed very carefully.

CTA REPRESENTATIVE:
(Helen Bullock)

A report of the CTA meetings attended.

LEGISLATIVE AFFAIRS COMMITTEE:
(Maurine Hardin, Chairman)

Recommended: That provision be made for financial support of the legislative program.

Recommended: That a quarterly newsletter on legislative matters be published during the intervals between the regular SLAC Bulletin, to keep membership up to date on legislative affairs. That the

State Association shoulder the cost of mimeographing and mailing.

Recommended: That some kind of lobbying services be established at Sacramento.

Board Action:

1. The Legislative Committee be authorized to issue a legislative newsletter, to appear in the intervals between the SLAC Bulletin publication dates.

2. The group go on record as favoring a lobbyist in Sacramento. A report is to be made to the Executive Board at the Spring meeting.

3. That the chairman of the Professional Committee be requested to serve as chairman of a special study group to assist the Legislative Committee in public relations and community education toward school library consultant services and censorship legislation.

ARCHITECTS' AWARD COMMITTEE:

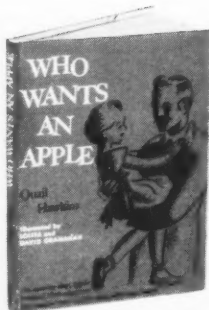
(Eva L. Andrews, Chairman)

Reported the principal activity has been to establish contacts with the School Building Committee of the American Institute of Architects, California Council. Mr. Henry Wright, chairman, made the following suggestions:

1. That SLAC observe the regulations for architects' awards.

2. That he appoint a subcommittee of the School Building Committee to meet with our Committee.

3. That SLAC appoint a committee to serve for at least a three-year period to work with the architects' subcommittee.



WHO WANTS AN APPLE

Remember this charming "beginning-to-read" book by Quail Hawkins, written when she was in charge of children's books at the Sather Gate Bookshop? It's the story of a little girl who learns, in moving, that home is where Mother and Daddy are. Now reissued in a sidesewn library binding at \$2.00. Published by Holiday House, and stocked by your book dealer.

4. That we proceed slowly and carefully so that there is complete understanding between the two groups.

Recommended: That a committee be appointed to serve for three years.

SPRING EXECUTIVE BOARD MEETING:

To be held in San Francisco on Saturday, March 29, 1958.

Gladys English Memorial

A group of friends of Gladys English has established, in her memory, a collection of original illustrations of children's books. Mrs. Carma Zimmerman, State Librarian, has accepted the responsibility of housing and circulating the collection to children's rooms of public libraries, school libraries, and to library schools, so that exhibits of the best of book illustration may be available to the children of California.

Two original illustrations by Kai Nielsen have already been purchased as the foundation of the collection but the work of other artists will be added from time to time. It is hoped that a representative of all outstanding illustrators of children's books will eventually be included in the collection.

Since Gladys English was one of the members active in the early days of the School Library Association during the time she was librarian at Piedmont High School, members of the Association may wish to contribute to this memorial either by giving money toward purchase, by contributing items from their own collections, or by interesting artists to donate examples of their work.

Contributions should be sent to Miss Mildred Armstrong, Pasadena Public Library, Pasadena, California.

Librarian Wanted

Metropolitan State Hospital at Norwalk, California, has a position open for a librarian. Salary \$400.00 per month; three weeks vacation. Contact Mr. Chas. Magill, Metropolitan State Hospital.

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Junior College Librarians Are School Librarians

By L. HERMAN SMITH

Head Librarian, Pasadena State College

The public junior college has long been recognized as the capstone of secondary education in California. As an integral part of the school system, it has inevitably been closely allied with the elementary, junior high, and senior high school units which feed into it. In the early days, the alliance with and similarity to the high school was more pronounced than now, due in large part to the fact that the junior college often occupied part of the high school plant and even shared library facilities and librarians. As junior colleges grew and established their own separate campuses, this tie with the high school has been weakened but never broken.

The establishment of the first junior college in California in 1914 antedated by only one year the birth of the School Library Association of California, and the growth and development of the two have been, in a sense, parallel to the present day. SLAC now includes over 700 members, and the junior colleges in the state number 66 (the greatest number in any one state of the United States).

The relationship of the junior college to the college or university has also been close throughout the years, since one of the junior college's major objectives has always been to prepare students for entrance into the last two years of college work. With the growing complexity of library organization and services, the junior college librarian has sometimes been prone to consider himself and his problems more akin to the university or senior college librarian than to his colleagues in the lower levels of the public schools. Certainly the junior college librarian will continue to be drawn in both directions, since his institution is by its very nature an intermediate one, partak-

ing of qualities of both the high school and the university.

Junior college librarians have always been active in SLAC, as they have found it an effective professional spokesman in matters of standards, credentials, and school library legislation. Such names as Louise Roewekamp, Winifred Skinner, Fay Tunison, and Gladys Green (to mention only those who have retired or are no longer with us) occur prominently and frequently in the history of library development in California. Junior college librarians have served frequently both as section and state officers of SLAC. For instance, three out of the last four state presidents, and five members of the 1956-57 Executive Board have been junior college librarians. The junior college group comprised 87 members or approximately 13% of the total membership of SLAC last year.

The recent proposal to set up a separate organization of junior college librarians, or at least a separate section within CLA or the California Junior College Association has received some support, but many junior college librarians are dubious as to the necessity or advisability of this move. The Southern California Junior College Association already has an active library section, whose semi-annual meetings have provided adequate means of discussing common problems; the Northern section of the state is perhaps not so well organized.

It might be illuminating to list a few of the reasons why more junior college librarians belong to SLAC than to any other professional library organization (including CLA and ALA):

1. The dues are lower (even with next year's increase to \$5.00). This appeals particularly to school librar-

- ians, who as faculty members are expected to join local, state, and national educational associations.
2. State and section meetings are always held on Saturdays or week-ends. Few junior college librarians are able to secure time off to attend week-long CLA meetings, and fewer still can afford the expense of cross-country jaunts to ALA conferences.
 3. SLAC does more for junior college librarians in the improvement of standards, credentials, and legislation. This year we narrowly missed achievement of our long-sought School Library Consultant in the State Department of Education, and we have reason to hope that our efforts will be successful next year.
 4. The SLAC *Bulletin* has proven an effective medium for publication of

material of interest to junior college librarians. It is hoped that the present article will be the first in a series on junior college libraries. Destined for early publication is a summary of a forthcoming survey of junior college libraries in California relative to budget planning.

5. There are in SLAC more frequent opportunities for serving in positions of leadership, either on committees or as section or state officers. The writer can testify personally to the stimulating and broadening effects of such an experience.
6. The opportunities for meeting other junior college librarians and discussing mutual problems at SLAC meetings, while not always provided in the past, are being studied more seriously by the SLAC Executive Board. It is recognized that most section programs have hitherto been slanted to school librarians on the lower levels, but it is proposed to remedy this imbalance.

Where, then, do we junior college librarians owe our professional allegiance: To CLA, where we will associate with the librarians of state colleges, colleges and universities, or to SLAC, where we will find ourselves the "senior statesmen" of our fellow school-librarians? It is the writer's opinion that we should continue to participate in *both* groups, for many benefits derived from one will be lacking in the other. The Junior College Association, too, should continue to receive our active support, for we need to keep in close touch with trends in junior college education. In any professional organization, we will derive benefits in direct ratio to the extent of our participation in the organization's activities. Having our names on the membership rolls means little if we attend meetings infrequently and decline all requests to accept an office or to serve on committees.

Fellow junior college librarians, SLAC needs us—and we need SLAC!

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San Jose Workshop

By LESLIE H. JANKE

*Assistant Professor, Department of Librarianship,
San Jose State College*

Two hundred fifty six school librarians and teachers from all sections of the nation attended the school librarianship workshop planned and directed by the Department of Librarianship at San Jose State College from June 18 through June 22.

Mrs. Mary Peacock Douglas, Supervisor of School Libraries for Raleigh, North Carolina, directed the daily activities of the conference and opened each day's session with a full presentation of the problem chosen for consideration.

"Pattern for Progress," the conference theme, was carried through each of the sessions held during the week. New and better ways to handle all school library activities were investigated and discussed in both the morning and afternoon meetings. At every session the "forward look" was emphasized.

Conference activities began on Tuesday morning with welcoming remarks by Dr. Fred Harclerod, San Jose State Dean of Instruction, and an introduction of Mrs. Douglas by Miss Dora Smith, Head of the Department of Librarianship.

Remarks keynoting the program for the first day were presented by Miss Margaret Girdner. Mrs. Douglas then opened the work sessions with a presentation of the topic, "Teacher-Librarian Cooperation."

Mrs. Douglas emphasized the need for a flexible school library program designed to meet the needs of the teachers in the school. The librarian needs to be a service agent, yet at the same time be a leadership agent.

Workshop participants cooperatively studied the techniques which teachers and librarians can share in assuming the responsibility for pupil learning. Specific points developed by the workshop study groups included the following suggested ways in which teachers can assist the librarian in an effort for greater pupil use

of the library: direct the child to the library for reference work, plan with the librarian on all assignments, accompany pupils to the library whenever possible, read books to children, review use of reference tools with students, check out materials for use in the classroom, culminate assignment activities in the library.

Miss Jessie Boyd introduced the Wednesday program topic, "Student Assistants." In presenting background information, Mrs. Douglas used her latest publication, *The Pupil-Assistant in the School Library*, as the basis for her presentation. Points developed for general discussion included: pupil assistant selection, library club organization, and the importance of library assistants.

During the afternoon group study sessions, the following specific student assistant activities were carefully analyzed: role of the pupil assistant in circulation, processing, shelving and filing; reading stories to primary groups; story telling; working on bulletin boards and displays.

The "unity of materials" philosophy served as the background for the discussions conducted during the Thursday sessions. Specifically titled "Utilizing and Handling Instructional Materials," the proceedings for the day were opened with an introduction by E. Ben Evans

In the principal presentation of the morning, Mrs. Douglas stressed the need for close cooperation between the librarian and audio-visual personnel. "It seems logical," stated Mrs. Douglas, "that the librarian should serve as the coordinator of all instructional materials needed by teachers, and that the library should be the agency for circulating and maintaining all curriculum materials."

After evaluating the pros and cons concerning the unification of instructional materials the following conclusions were reached:

1. Better selection of materials can be made if library and audio-visual committees work as one unit with the resource people in the subject areas.
2. Purchasing can be simplified and better coordinated, and better balance of materials can be maintained, if only one agency purchases all materials.
3. In evaluating materials, by a teacher or a committee, it is possible to view the total scope of available items without the need of contacting several separate agencies if all instructional materials are centralized in a single unit.

On Friday, Mrs. Douglas listed many helps available to librarians in teaching boys and girls the techniques of library usage. Items suggested included: the Young American filmstrips entitled *The Library Series* and *The Library Tool Series*; oversize catalog cards published by the Sturgis Company; work units and outlines published by leading encyclopedia makers; and many other instructional materials items.

Other techniques for teaching the use of the library which were suggested and demonstrated by Mrs. Douglas included: poetry reading, inspirational book talks, story telling, and quiz programs.

Participants in the afternoon section meetings examined ways in which library activities can serve as a bridge to learning. The following items were stressed: use of story hour, choral speech and listening, library lessons, bulletin boards, library conferences for lesson preplanning, reading clubs. Miss Helen Bullock served as chairman for the Friday meetings.

Saturday, the final day of the workshop, was devoted to ways in which the librarian can promote her program by utilizing displays and other publicity materials: bulletin boards, exhibits, news bulletins, newspaper articles, book lists, bibliographies, records and reports to administrators and the community, bookmarks, handbooks for faculty and students, assembly programs, story hours, poetry reading, service club programs, radio and TV programs. Mrs. Frances Erickson moderated.

The program scheduled for each day of the workshop was an extremely full one. Film showings were held each morning at eight, while social activities and educational tours filled the evening hours.

Films shown during the week included the following titles: *Carpet Under Every Classroom*, *Choosing Books to Read*, *The Librarian*, *Library of Congress*, *Find the Information*, *Let's Be Good Citizens at the Library*, *Your National Archives*, *Discovering the Library*, *It's Fun to Read Books*, *Library Adventure*, *Inside the Library of Congress*, *It's All Yours*, *Love of Books*, *Library Organization*, *Know Your Library and Keys to the Library*.

Social highlights of the week included an informal open house honoring Mrs. Douglas on Tuesday evening, June 18. Among the honored guests were two outstanding writers in the field of school library service—Miss Lucille Fargo and Mrs. Carolyn Mott Kean.

A tour of the Santa Clara University campus and library and a trip to the World Youth, Inc., in Los Gatos attracted many workshop participants; while a barbecue at the Ryder Ranch in Alamaden was the feature of Thursday evening.

Mrs. Douglas' appearance on the San Jose campus was one of the many special features that were planned by the College during the Centennial year. A publication, including all of the proceedings of the conference, is now being prepared by the Department of Librarianship. It is anticipated that this publication will be ready for distribution by January 1, 1958. Any one wishing a copy of this publication must place an order prior to December 1, 1957. Orders, accompanied by \$1.25 to cover cost of mailing and handling, should be sent to Miss Dora Smith, Head of the Department of Librarianship, San Jose State College, San Jose, California.

New simplified spelling discovered in a junior high library craft paper: DEWY DESIMAL SISTEM.

English as she is spoke (or wrote):

"Individual biography is arranged on the shelves by the person it's about's last name."

It Can Be Done

By VIOLA HAMMER

District Librarian, Redwood City School District

Service before physical facilities. Since funds for building and staffing libraries was not available, this principle was applied to an elementary school system in an effort to provide centralized library service to each school.

The elementary school library is a recent educational development. Heretofore, except in relatively few school systems, provision for school libraries was thought necessary only in college, high school and junior high schools. However, present day elementary curriculum requires the resources of many books—both fiction and non-fiction. No longer can learning be confined to a single textbook. Provision must be made for individual differences through a book collection which includes books on all subjects and varying greatly in reading difficulty. This diversity of materials is most effectively and most economically supplied by a centralized school library.

Redwood City had excellent libraries

with certificated librarians in each of its three seventh and eighth grade schools. However, the remaining thirteen K-6 schools had no definite library plan as such. Each school had book collections of varying size and quality, dependent upon the personnel involved. In some schools the principal had built up collections of library books by using part of his total school budget. In other schools, over a period of years, individual teachers had collected library books which they kept as room collections. In still other schools active, book-minded parent organizations raised the funds and purchased library books for the school. After a period of years the inequality of collections of library books without any professional service became apparent to the administrators, the teachers, the children, and the parents. There was immediate need for district wide organization.

The impetus for this organization came when the parent clubs of two of the



The cheery, colorful school library which was created by partitioning the end of a hallway.



This library was converted from the kitchen of a multi-purpose room which, at the present time, is being used for two classrooms.

schools simultaneously approached the Director of Curriculum with \$1000 each to purchase books for their school libraries. Professional help in book selection was the first need. Consequently the librarian of the nearest K-8 school was called in to work with a committee of parents, classroom teachers, principals, and the curriculum director in setting up a basic list of books to be used in each school.

The school library program then became a cooperative venture, with administrators, principals, teachers and parents participating. The Board of Education approved a district-wide program and budgeted funds for books—\$1.50 per child enrolled for grades K-6. A certificated district librarian and a clerical assistant were hired to coordinate the library services in each school. The first big decision to be made when instituting centralized library services, is the choice of a classification system. For a small elementary school library it must be simple. Since we would have no trained librarians in each building, ours had to be effective for children and teacher use. We decided upon a simplified version of the

Dewey Decimal System. Centralized ordering was instituted with a system of accounting for each school. Centralized cataloging was begun with the use of a duplicating service for providing cards to each school. Centralized processing was also begun.

The next big problem was to find space to house the books. With the perennial problem of overcrowded schools this seemed impossible. However, the principal of each building solved the problem in his own unique way. In one school, the end of a corridor was closed off to make a satisfactory room. A pleasant atmosphere was created by using bright yellow metal shelving, which gave a light, airy appearance to the room. We soon found that it was the most effective type shelving for small rooms. Since there was no space for tables and chairs, we installed formica counters with benches along one wall. We designed our own small but efficient charging desk, which the maintenance department made en masse for all the schools.

Another school renovated a basement store room which developed into a roomy library. To offset the very low ceiling a

bright persimmon color was chosen for the metal shelving. Another school converted a closet to a lending library. Several schools shared a room with the music or the speech teacher. Still another school used the auditorium as a library. Along two walls the maintenance department installed shelving with doors which could be locked when not being used as a library. In each instance a library was created out of what was at hand.

The problem of staffing the library without funds to do so still remained. In one school a teacher volunteered to operate the library with the able help of her class. In others the principal or secretary would charge the books to teachers to take to their classrooms. It developed, however, that the most satisfactory library help was a corps of volunteer mothers. They became excellent library workers. They know children, they are familiar with the curriculum, and they enjoy the work. Some of them are ex-librarians, ex-teachers, or ex-secretaries. Very quickly they became trained to library routine. Each mother is expected to work regularly one half day every two weeks. A definite schedule is set up, with

more mothers volunteering their services than can be used. They maintain the physical operation of the school library, checking the books in and out directly to the children, tracking down overdues, and shelving books. The teacher brings her class to the library for individual selection of books.

Where the school library collections were too small for operating a circulating library, numbers of books were borrowed from the public library and incorporated with the school library collection on a long term loan basis. This enabled each school to open its library and lend books to the children within the first year. We opened a library with as small a collection as two books per child. The teachers and principal thought this was worthwhile. Gradually the collections are building up. The books constitute a carefully selected collection covering all grade levels, the reading levels within a grade, and the subject matter included in our curriculum. The selection of these books is a co-operative endeavor with suggestions from the classroom teachers, principals, curriculum consultants, and librarians.

In Redwood City the centralized ele-



This school has outgrown its closet-like facility which was started as a PTA project. Volunteer mothers will staff the library, which now occupies larger quarters.

mentary school library has served as a unifying agent for the school itself. It has become a place where all students and teachers are on common ground. The children are enthusiastic and proud of their school library.

By placing attractive books within easy reach of the children, we found that they read more and more. Their skills are improved; their interests are broadened; their discriminatory powers are being developed. The children's librarian of the public library reports a definite upsurge in circulation from the areas in which the school operates an effective school library, indicating that there is a carry-over of interests.

In the beginning not all principals nor all teachers were interested in a centralized school library. Those who were had their facilities set up first. Gradually, through observation, other principals realized the educational advantages of including a central library in their buildings. Now all have become enthusiastic about the library program.

Because in the beginning we had to have some type of measuring stick for effective planning of our school libraries, we set an immediate goal of three books per child in the K-6 schools, and an ultimate goal of five books per child. By now the immediate goal has been reached in all schools, and the ultimate goal in several schools. However, we are still growing! Because of the demand, the housing facilities are constantly expanding. We have learned that with school libraries, as with many other things, we must start at the bottom. A large room with expensive library furniture is not necessary for a beginning. We began with service and books. As the collections grew, the facilities for handling them came. Some day we hope to have large, roomy libraries with professionally trained librarians in each of our elementary schools. In the meantime we are realizing our purpose of getting books and children together.

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A Major Reference Book For Poetry

The American Library Association has scheduled for November publication a book which, it is felt, will soon establish itself as a basic reference tool of permanent importance: *Subject Index to Poetry for Children and Young People*.

A labor of many years by four compilers, the *Subject Index* is arranged in a single alphabetical list of subjects carefully selected to meet the day-by-day needs and interests of children and young people. It indexes a fully graded list of 157 collections of verse—collected and selected works of individual poets as well as general and subject anthologies.

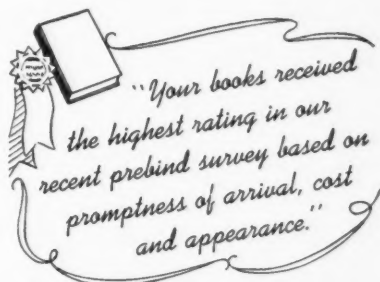
It is interesting to note that all four of the authors are Californians who live and work in Long Beach. Violet Sell is librarian of the North Branch Public Library in Long Beach; Dorothy Frizell Smith at Long Beach City College; Ardis Sarff O'Hoyt is a former children's librarian of the Long Beach Public Library; Mildred Bakke is librarian of Hamilton Junior High School of Long Beach.

The Newbery and Caldecott Medal Awards for 1957

The nation's top awards for distinguished children's books were made at the 76th Annual Conference of the American Library Association at Kansas City, Mo., held in June of this year.

The Newbery Medal was presented to

Mrs. Virginia Sorensen of Edinboro, Pennsylvania, author of *Miracles on Maple Hill*, most distinguished contribution to children's literature, published by Harcourt, Brace. The Caldecott Medal was awarded to Marc Simont of West Cornwall, Connecticut, illustrator of *A Tree Is Nice*, by Janet Udry, most distinguished picture book for children, published by Harper.



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The 1957 ALA Conference: Observations on the Kansas City Meeting

By THELMA REID
Chief Librarian, San Diego City Schools

No single brief report such as this could begin to cover the many faceted activities of a national library meeting. For detailed accounts of business transacted and significant speeches presented at the 76th Annual ALA Conference in Kansas City, check the various association bulletins, publications of affiliated organizations and the general library press.

As usual, I think those interested in work with children and young people "in and out of school" (as we used to say in California) had a slight edge on other librarians for conference activities and program content. Beginning with the AASL Sunday evening barbecue, the sequence of various program meetings of AYPL and CLA throughout the week, the traditional Newbery-Caldecott Dinner on Tuesday, school library tours on Wednesday afternoon, the combined CLA-AASL and P L Division meeting Wednesday night at which Phyllis Fenner charmingly restated her thesis in *The Proof of the Pudding* all amounted to an embarrassment of riches which found the most "eager beaver" well nigh exhausted before the business and membership sessions on Thursday and Friday.

At the program session of the Cataloging and Classification Section of the new Resources and Technical Services Division (RATS if you prefer!) a delightful role-playing panel presented a most stimulating discussion of "Centralized cataloging for a school system." The joint meeting of the Library Education Division with the Library Administration Division, the Association of American Library Schools and the Joint Committee on Library Work as a Career was devoted to a symposium and "clinic" program on "Recruitment," a topic in which school librarians should have special strategic interest as a needy market with direct access to good prospects. In view of present competition with professional and com-

mercial groups who make a full time business of technical and executive recruiting (there are 22 such enterprises in New York alone), the library recruiter might well emphasize basic values more important than success in making money. In a world of unrest and uncertainty, groping for more meaning in existence (witness the literature on mental health, the Billy Graham crusade and the humorous satires on how to live happily with your ulcer), librarianship offers a meaningful career with the chance to be of service, the chance to influence the development of personality through reading and the wide and deep association with the world of culture in books.—And on this aspect we should make our case according to Dr. John H. Cornehlisen, Consultant on Career Services for the New York Life Insurance Company.

Closely related to recruitment as well as our own "consumer market" is the project to observe National Library Week, March 16-22, 1958. Co-sponsored by ALA and the National Book Committee, including prominent publishers and leaders in industry and communications, the Week will dramatize the importance of library service and promote interest in reading in America with the theme "Wake Up and Read." California Library Week is set for the same time so March, 1958, should provide a fine opportunity to promote your local library.

In addition to the various business sessions related to the program of reorganization, much attention at the conference was directed toward a review of the nation-wide implications of the Library Services Act. The strong growth of citizen support for expanded library services and citizen participation in library activities were reflected in the pre-conference Adult Education Institute on Community Study and the Workshop for Library

Trustees with the appropriate theme "Opportunities Unlimited."

The council meetings this year were of particular interest since they demonstrated action under the new reorganization plan. A first issue of special concern, the recommendation that ALA headquarters be moved from Chicago to Washington, D.C., reflected strong differences of opinion. When the decision on the oral vote was challenged, for the first time in my experience at least, we witnessed a roll call of council which required 15 minutes and provided clear-cut delineation of how the council opinion was divided. To the casual observer the difference seemed to be primarily geographical. East and West coast votes were mostly "Aye" with heated "Noes" from the central section of the country. The decisive council vote in the affirmative almost three to one was further challenged by the opposition with a successful petition circulated during the week to refer the question to the membership. The new no-proxy council organization appears to be an improvement in stimulating wider interest and participation by the membership.

And here I am with space almost gone and not a word about the three General Sessions, especially the second one on Thursday at which the "Speaker to be announced" turned out to be former president Harry S. Truman, but you will read about that elsewhere.

Midwestern hospitality, excellent local facilities and good luck with the weatherman combined to provide a smooth basis for the meetings. Throughout the week I kept reminding myself that ALA will meet in San Francisco next July and what might I say in this report which would have special value in that connection. There is something unique and exciting about a national conference which makes it a professional necessity to attend whenever possible, and no California librarian should miss the opportunity offered in San Francisco next July. A corollary of the location of the conference in your own locality is the responsibility to assist the local committee in spirit if not in an actual assignment. ALA has been gra-

ciously entertained in various parts of the country and we will have a special obligation next year to make careful plans and demonstrate Western hospitality in San Francisco, and try to "go as far as they can go" in Kansas City.

Denver Workshop

By MARY LEE KEATH
*Director, Dept. Library Service,
Denver Public Schools*

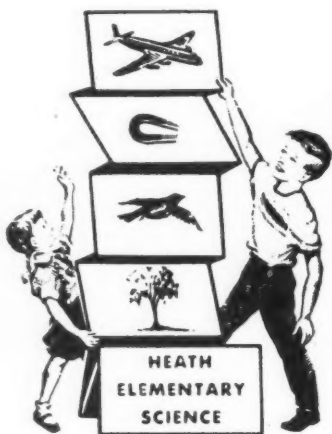
Miss Margaret Girdner, Director, Bureau of Texts and Libraries, San Francisco, conducted a library workshop for the University of Denver, School of Librarianship, July 1-6. She was assisted by Doris Gates, author and editor of children's books.

In the advance notice for the workshop, Mr. Stuart Baillie, Director of the School of Librarianship, had stated as its purpose, "The school . . . librarian is more than a technician, a materials' handler or a disciplinarian. Each year it becomes more evident that librarians . . . would increase in stature if they were better able to fulfill their function of inspiring children and young people to read. Only the most energetic of . . . librarians have the time for this reader guidance in the present-day materials' centers, the functions and purposes of which have mushroomed in all directions to include audio-visual materials, pictures, museum objects and textbooks. It will be the purpose of this workshop to create an atmosphere in which this inspiration may be encouraged and developed. Authors, librarians, and book editors will have the opportunity to meet together and exchange ideas and information."

The inspiration provided by Miss Girdner and Miss Gates was so effective that a week of concentrated attention to books, their selection, and their use resulted. Authors, librarians, and book editors participated.

Eighty-three persons enrolled for credit, two quarter hours. However, attendance at the general sessions ran as high as one hundred eighty, as students from other workshops accepted the invitation to join the group.

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Library Fines – A Controversial Subject

By EDITH TITCOMB

*Woodrow Wilson Junior High School
San Jose*

Library fines, once just taken for granted, have become the subject of widely differing opinions in the last few years. This change has come about for two definite reasons; but the results have branched off into many attitudes and procedures.

The first reason came about because of a review of the various school codes and practices. To many, the fines were declared illegal. To many others, the money received in fines was taken out of the hands of the librarian where it had been used in ways which applied to library benefit, and was turned into the general administrative funds. Here it was either lost entirely to library usage, or was returned after a cumbersome amount of red-tape.

The second reason was that librarians began to analyze the results of their efforts, and asked themselves, "Is this really doing what it was set up to do?" or "Is the time this all takes wasted in the face of more important tasks?" According to this brief bit of investigation, the answer is, "YES AND NO!"

At the library workshop held in San Jose State College in June of this year, a question period was devoted to the subject. Three main questions seemed to be:

1. What is the purpose of fines?
2. What is done with fines?
3. What is the effect of *not* charging fines?

The answers were almost as varied as the people present. Two timely suggestions seemed to be applicable to all situations: If fines are charged set a reasonable amount; hold to the purpose, that of getting the book back. It is best to set a time in the day and handle all fines at that one time.

EDITOR'S NOTE: *We should like to hear from you if you are interested in further discussion of the subject. If you feel your experience would be helpful to some other librarian, write the Editor.*

Barbara Locke

By FRANCES ERICKSON

Friends and library associates of Barbara Locke were saddened by her death in April, 1957. Born in Junction City, Kansas, she attended Topeka schools and was a graduate of Ohio State University.

In 1952, Barbara, her husband Vance and their three children moved to Redwood City. There Barbara set up a successful lending library. Her enthusiasm for library work led her to enroll in the library school at San Jose State. In 1956, she joined the Los Altos Schools as librarian of the Covington School. Unfortunately, by that time, her illness had become acute, although she continued, valiantly, to participate in school library affairs.

We shall all miss her deeply. She has left us a well of strength and beauty—her vivaciousness, her keen interest, her valiant spirit, and her wonderful acceptance of life's sudden end.

A Barbara Locke Book Memorial has been established at the Covington School in Los Altos.

Turkey Tale

When Mary Louise Fundenberg turned in her keys at Eliot Junior High in Pasadena, after serving as librarian since the school opened in 1931, she went home and packed her bags for Turkey. Inspired by a like service of Marion Horton who retired in 1952, Mary Louise has paid her own fare to Istanbul's Asiatic suburb of Uskudar, and by now is esconced in her profession's version of a postman's holiday. At this American academy for girls, Miss Fundenberg receives her board and room, and the rest of her pay in the exotic sights and sounds by the Bosphorus. She will no doubt be able to inform our readers soon how the turkey is in Turkey, and at year's end return filled with tall turkey tales.

Her successor in Pasadena is Mrs. Betty Werking, graduate of the USC library school.

SLAC Legislative Affairs 1957

Except for SB 1839, all censorship bills were defeated. SB1839 passed both legislative houses. It was the Donnelly Bill, presented in the 1955 session. In this session, it was amended, watered down to a point where it was a repetition of the content of Section 19051 of California Education Code. Governor Knight vetoed the bill. If you have not already done so, send a letter of appreciation NOW to Governor Knight.

School Library Consultant Bill, AB 143

Passed the Assembly only, in committee and as a whole. Was defeated in the Senate Education Committee.

Noteworthy Comments,

... From Dr. Jay D. Conner, "... I share with you the disappointments and frustrations of failure in those efforts. Nevertheless, you may be sure that I have not given up ... The next opportunity I will have to ask again for the consultant position in our budget will be in the ... spring of 1959."

... From Assemblyman Ernest R. Geddes, "If the bill for the School Library Consultant had passed I would count my efforts this year as having been most successful ... I can only say that I not only understand your disappointment, but share it ... In talking to some of the senators it was hard to make them see why the Consultant should be in the Department of Education rather than in the State Library ..."

... From Carma R. Zimmerman, State Librarian, "The one cloud on the library legislative horizon this year is for all of us the loss of AB 143. I am deeply sorry both for the ... school library service in the State, and for ourselves because I sometimes think that we feel the pressure for school library consultant services more than anyone else on a continuous basis."

... From William N. McGowan, Executive Secretary, CASSA, "If we could get the whole-hearted support of the Department people themselves, we could convince the Department of Finance ..."

... From Katherine Laich, CLA Legislative Chairman, "We are all very regretful that AB 143 was the only casualty among the library bills ... Perhaps next year the Department of Finance ... will permit the Department of Education to include the position in its budget."

... From your Chairman, Gratitude to all committee members, to the Stand-by Committee. A special word of appreciation to each one quoted above, to Francis Noel of the State Department of Education, and to our former president Herman Smith.

Next Steps: It is recommended that preparation for the next legislative session (1959) be made during these next two years:

1. With special study by each legislative sub-committee, for any legislation to be recommended in the 1959 session.
 - a. A clear cut, specific recommendation from *each* sub-committee chairman be completed for presentation and vote of membership, in State Meeting, Fall, 1958. (No recommendations presented at a later date should be considered.)
 - b. Time for discussion and preliminary consideration of needs be allowed at State Meeting, Fall, 1957 (as agreed upon in meeting of Executive Board, April, 1957).
 - c. Each member concentrate on ways to participate in total legislative program, by: visits to legislators, as well as letters; acquaint groups in his community with SLAC legislative needs; Inform himself; send for his own bills and information; Activity on at least one sub-committee.
2. With a program of education by our members, in each district of the state, to be launched toward better public relations in regard to school libraries. Such a program could be a further project of the Professional or

Publicity Chairman, during the next two years.

5. With the Sub-Committee on Book Selection Policies actively studying ways of meeting any future censor-

ship bills that may be presented in the Legislature.

Maurine S. Hardin, *Chairman*
SLAC Legislative Affairs Committee

Organizing Instructional Materials

By HENRY M. GUNN

(This article is based on an address given by Dr. Gunn at the DAVI summer meeting in Portland last year. It presents one way of looking at organization of instructional materials—namely, integration of library and audio-visual center. The author takes as his model the Unified School District of Palo Alto where he is superintendent.)

How are we to organize instructional materials so they become tools of learning? This article suggests four areas of organization that seem pertinent to school districts with at least 5,000 pupils.

Instructional materials must be available to teachers in a central location and in the buildings in which they work. Some centralization and some decentralization of materials seems necessary in order to achieve the most advantageous distribution for classroom use.

Duplication of instructional materials in more than one building will be necessary when the materials are needed frequently by the teachers. They may be centrally located when less frequently used. Artifacts, some records, some transcriptions, flat pictures, motion picture films, many slides and filmstrips can be centrally located, particularly if there is daily or frequent delivery service. Without frequent delivery, teachers must go themselves to the main materials center. This obviously increases need for more decentralized service and lessens the value of a "central" materials center.

Unification of central instructional materials services is preferable. A practice in the development of new administrative quarters is to have all instructional materials in one wing of the building, sometimes under the direction of one individ-

ual, such as the assistant superintendent in charge of instruction.

The justification for placing central library and audio-visual services under one roof is based on several reasons. The first is that better selection of materials can be made. If the library and audio-visual committees work together with resource people from each of these areas, selection of materials is much better coordinated.

For example, in a selection of instructional materials for a social studies unit, the librarian may know good reference books and the AV specialist, artifacts, maps, flat pictures, and slides. It is much easier to determine through this integrated relationship which maps and pictures fit best with the library books and vice versa.

Secondly, purchasing is simplified and coordinated. If one individual examines and approves purchases for instructional materials, good balance can be kept among the types needed in the district.

Yet another advantage is the cooperative evaluation of the use and value of instructional materials which have been purchased by the district. Evaluation committees can look at the total scope of materials used in a unit rather than at a segment. Balance in the evaluation teams keeps one area of instructional materials from getting a better rating than another.

A fourth value of a unified department of instructional materials is that it has the means to bring coordination between the school district and civic centers which offer instructional materials. An illustration of this is the junior museum and children's library service used in several school systems. A unified program under one director provides better opportunity for purchases by the city and school dis-

trict and for programming of city materials in the schools.

One other significant advantage of a unified and coordinated department of instructional materials is that teachers find the use of the department more simple and instructional materials more readily available. This is probably one of the most important reasons. Instructional materials are purchased for the purpose of helping children to learn and teachers to teach. Hence any organization which simplifies the use of the department is of double value; it helps both teachers and students.

Good channels of information should be furnished for the department of instructional materials. Information concerning instructional materials provided by the district and suggestions for their use should be simple, attractive, and clear. Two persons or one person with two talents should be employed by each department of instructional materials; a writer and an artist. Of the two, the artist is probably the more important. Attractive brochures, posters, bulletins, and other written communications to teachers engage their interest and cultivate appreciation. The day of the deadly mimeographed bulletin is past; the era of color, design, form, and line has begun. Certainly there is no department that needs an artist more than the department of instructional materials. Good, clear, concise and interesting writing is necessary, too.

In-service training is mandatory in a department of instructional materials. In no department are changes more rapid than in the department of instructional materials. What with transistors, television, and interplanetary communication, it is hard enough for directors to keep up, let alone teachers and superintendents.

Teachers need constant training and retraining in the use of instructional materials. There is an abundant supply of good instructional materials available; we should know how to use them.

In evaluating the organization of instructional materials the administrator

can well ask himself: Has this district a good supply of instructional materials easily available to teachers and have our teachers been trained how best to use them in the instructional program?

Reprinted from Audio-Visual Instruction
February 1957

A New Literati

By HAROLD C. KIME

*Librarian, George Washington Junior
High School, Pasadena*

Pasadena's school librarians want to see more classroom teachers become well enough informed on children's literature to transfer a little of the load of book-promotion from the librarians to the English-Social Studies teachers. Therefore they have promoted a course that opened in September, giving UCLA credit for two units in the Education Department, and meeting in the lecture room of the Hill Avenue Branch of the Pasadena Public Library. The title, LANGUAGE ARTS EXPERIENCES IN JUNIOR-SENIOR HIGH SCHOOL, can be translated out of pedagogese into common parlance as an introduction to good books and authors for the middle years. Mrs. Helen Sebbly Eikenberry, instructor, is a graduate of the School of Library Science of Western Reserve University. She has taught at USC, served as a public librarian, a junior high librarian, and is now in charge of Pasadena High School Library. In addition, she has clerked in the children's section of a retail bookshop, and has two children to test books on at home, and is chairman of Southland book breakfasts. Classroom teachers taking this course along with librarians may turn into a new literati.

Of interest to school librarians is *Harbors of California*, the result of cooperative effort of the California School Supervisors Assn. and Helen Heffernan, Chief of the State Bureau of Elementary Education. Published by Melmont Pub. Co., 1236 South Hatcher Ave., Puente, Calif. Mrs. Charlotte Davis arranged for this exhibit at Asilomar.

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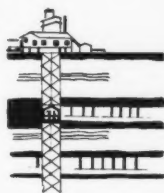
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